NAEB REGION V CONFERENCE

DENVER, COLORADO

JUNE 14-15, 1956

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
14 GREGORY HALL, URBANA, ILLINOIS

A REPORT OF PROCEEDINGS

at the

REGION V CONVENTION

of the

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Denver, Colorado

June 14 and 15

1956

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PREFACE

It has been said that a successful convention should have both spirit and substance. The NAEB Region V meeting in Denver was indeed an effective blend of those ingredients. No written account can quite convey the spirit of lively, friendly discussion that prevails at any NAEB gathering. We feel somewhat more capable of communicating the substance. The purpose of this report is to set down for interested readers the sense of the talks and discussions at the two day meeting.

This report is not a transcript of proceedings. The major talks as well as the comments, questions, and answers were reconstructed from the editor's own notes taken at the meetings. Although original phraseology has been retained wherever possible, most of the remarks are paraphrased. Some errors of content, emphasis, or speaker identification may have occurred. Certainly no calumny has been intended. The condensed versions of the four major addresses were submitted to the speakers for correction and were graciously approved.

It is our hope that the material included here will transmit to the reader the essence of enthusiastic, serious and informed thinking that was general throughout the convention.

Gale R. Adkins

REPORT OF THE PROCEEDINGS

OF THE

NAEB REGION V CONVENTION

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NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

REGION V CONVENTION

P R O G R A M

June 14

(Morning session) 9 A.M.

Presiding ..... Mr. John C. Schwarzwalder, Director, Region V
Manager, KUHT, University of Houston
Welcome ..... Mr. Henry H. Mamet, Station Manager, KRMA-TV
Address ..... Dr. Kenneth E. Oberholtzer, Superintendent, Denver Public Schools
Statement of Agenda Items. Mr. John C. Schwarzwalder
Discussion of Agenda

Luncheon 12:00 Denver Athletic Club, 1325 Glenarm Pl.

Speaker ..... Mr. Frank Schooley, President, NAEB
"Educational Broadcasters"

(Afternoon Session) 2 P.M. -- Open discussion by all delegates of NAEB problems including proposed redistricting of Region V

(No Evening Session)
7:45 P.M. Informal tour of KRMA-TV, Channel 6, 12th at Welton Streets
8:15 P.M. Television program, KRMA-TV, "The Role of Educational Broadcasting"

June 15

(Morning session) 9 A.M. -- Brief business session (All NAEB Delegates)
9:30-12:00 -- "Televised Education"
Presiding ..... Mr. Robert Schenkkan, Director, Radio House, University of Texas
Speaker ..... Mr. George Arms, Operations Manager, KETC-TV. St. Louis

Open Discussion

Luncheon 12:00 -- Denver Athletic Club
Speaker ..... Mr. Ralph Steetle, Executive Director, Joint Council on Educational Television.
"The National ETV Picture"

(Afternoon Session) 2 P.M. -- "Educational Radio"
Presiding ..... Miss Marguerite Fleming, Manager KSLH, St. Louis Board of Education

Adjournment 5 P.M.

REPORT OF THE PROCEEDINGS

OF THE

NAEB REGION V CONVENTION

Denver, Colorado
June 14 and 15, 1956

The thirty-four persons present at the opening meeting of the Region V conference included delegates from NAEB member institutions, representatives of interested organizations, and visitors. The Board Room in the Administration Building of the Denver Public Schools had been made available for convention sessions. Dr. John C. Schwarzwalder, manager of KUHT at The University of Houston and director of NAEB Region V, presided.

Henry Mamet, station manager of KRMA-TV and convention host, welcomed the group and outlined the convention schedule.

Because some people present had no background of information about the NAEB, Mr. Mamet outlined briefly the origin and nature of NAEB, its purposes and services, and types of membership. The purpose of this regional meeting, as described by Mamet, was to furnish an opportunity for Region V members to discuss problems of concern to them, to trade ideas and suggestions, and to extend an invitation of NAEB membership and service to those not yet associated with the organization.

John Schwarzwalder opened the first session by outlining the convention agenda. Among the items of business to be discussed were: (1) proposals for redistricting regions and (2) unrealized opportunities for new memberships in Region V. There are now 32 members of all classes in the region. Schwarzwalder observed that this number should be

doubled in 3 or 4 years. Affiliate memberships have not been pushed. The gross numbers of stations and institutions in this region are impressive. Each person was urged to work in his area to develop new membership prospects.

Schwarzwalder asked for suggestions as to topics to be discussed later in the convention. Topics suggested were:

(1) How can you accomplish effective radio and TV programming on a low budget?

(2) How to increase audiences through promotion.

(3) What services are available to assist in programming?

(4) How to "sell" our aims and purposes to educators, administrators, organizations, and others.

(5) Have Schooley describe sources of financial help for educational broadcasting.

(6) What new figures about FM set ownership and usage?

(7) What new studies on educational effectiveness of TV and radio?

(8) What is the relationship between closed circuit TV and educational TV stations?

All discussion concerning these topics was reserved for later sessions.

Speaker

Dr. Kenneth E. Oberholtzer
Superintendent, Denver Public Schools
Member of the Board of Directors, Educational Television and Radio Center

Dr. Oberholtzer described the development and purposes of KRMA-TV and commented on the general scene in education by television.

Education by means of television carries a better connotation than does educational television, he explained. Too often we become enamoured with the medium rather than with what the medium should do.

Denver started to work for an educational television station when the prospect of educational channels first appeared as a possibility. Community needs were studied and plans were outlined. A good channel (6) was assigned to Denver, and the Denver Public Schools became the licensee of the station. In addition to the public schools, more than twenty community and state agencies included in the Council for Educational Television Channel 6, Inc., are active in the work of KRMA-TV. The University of Denver, University of Colorado, A. & M. College of Colorado, Denver Public Library, and the several Parent-Teacher Associations are among the participants.

The community should be alert to the role it can play in the development of educational television. Production, program materials and evaluation all place demands on the community. Too little evaluation has been done. More research into results and depth of impact is needed.

Like other educational stations, KRMA-TV has tried to find something significant they could do. St. Louis hopes to put freshman and sophomore courses on TV; Pittsburg is working with high school courses on TV; and Houston is developing university level telecourses for credit. KRMA-TV has felt its particular challenge to be assistance to adult education.

Denver now has one of the largest adult education programs in the country. Fifteen thousand adults per day attend classes at the Opportunity School. Four to seven thousand persons are on the waiting list because they cannot now be accommodated. Additional space and personnel is needed to meet these demands.

Denver looks to television as one of the means through which rapidly developing adult education needs can be met. Per pupil costs for instruction by television are about one-third less than by other means. There is evidence that television, properly used, can do as good a job as any other method of teaching.

There are other great areas of challenge for education by television. There is an opportunity to enrich the regular elementary and secondary program. The demand for foreign language instruction in the elementary schools of Denver is being served by the unique advantages of television. Classroom teachers were not well able to teach foreign languages. The instruction was offered by television. Teachers and students alike were able to learn at home and continue the work at school.

Pre-school children make up one of the largest groups of potential listeners. Instruction by conventional means has been provided for many years. Commercial TV with such programs as Ding Dong School first served this group. We should recognize a great opportunity for educational television.

We now see an important general demand for conventional courses of instruction offered by television. There is no longer any doubt that people will take television courses seriously. Organized learning experiences offered by television are popular. Courses need not be taken for credit to hold attention.

The most significant things often happen during times of stress and strain. During this period of need for more school buildings and educational personnel and facilities, television may find its place.

Although the trend is now for educational programs to be offered chiefly during the late afternoon and evening, television programs for in-school use will come. Values and standards for educational television are needed, and they are on the verge of development. Trials are needed at this stage. The road ahead may not be smooth, but less questioning of the trivial and more fundamental questioning always leads to progress.

June 14, 10:00 A.M.

DISCUSSION SESSION

QUESTION: The pattern of community support and participation is varied and different in almost every educational TV station Area. The Houston League of Women Voters organized for presentation over KUHT a series of six telecasts dealing with the need for revising the Texas Constitution. What kind of television projects would the Denver League of Women Voters favor? (Schwarzwalder)

ANSWER: Programs presenting problems in an objective way would be good. (Phillips)

QUESTION: Should a station avoid broadcast discussions of controversial issues?

ANSWER: The policy at North Carolina was to present controversy. We were careful to present all sides. As a university station with studios in three cities, we aimed chiefly at statewide issues rather than local political affairs. (Schenkkan)

COMMENT: At WNAD we try to broadcast only the controversial. Broadcasts deal with local politics only if there are statewide implications.

QUESTION: What does the station expect of an organization that wants to do a broadcast?

ANSWER: The organization should supply content; the station should control production. Production is a professional matter. At our station we do not want an organization to get into production.

COMMENT: Organizations often want to do programs when there is neither content nor issue. There must be a reason or a real need for a broadcast -- something that needs to be discussed or said. The station should try to find out if there is a need to be served. Sometimes a reason does exist but it hasn't been identified. Make sure too that the body of the organization is concerned and is behind the idea of a broadcast. A TV show is the beginning of a chain of events, not an end. The organization can organize viewing groups and start something. Some action should follow the program. (Arms)

COMMENT: Organizations often think that simply being on the air is good public relations. Public service is service made public.

QUESTION: Shouldn't we go to organizations to offer broadcast assistance instead of waiting for them to come to us?

ANSWER: Many organizations hesitate to request broadcast time because they don't know anything about television needs and procedures.

COMMENT: The Petroleum Institute is a member of the Denver Council. We have been observing and trying to learn. (Palmer)

COMMENT: The need for geo-physicists, oil experts, and scientists is important. Petroleum interests are assisting KUHT in explaining this need. They furnish the content and KUHT supplies production services. (Schwarzwalder)

COMMENT: The American Institute of Banking hopes to get into television soon. Our purpose may be to stress the importance of freedom. Successful banking can exist only in a free country. Banking will remain free of excessive control only if people understand it. Working for freedom is as much a service to the whole country as it is to banking. (Sanbourne)

QUESTION: Suppose the Institute of Banking went to your station with this vision and this need. They have a fine speaker available. What program type would you suggest? Would all agree that straight speech would not be the answer? (Schwarzwalder)

ANSWER: There is a basic problem of hard sell or soft sell. A hard sell speaker would not be best. Many commercial broadcasters are favoring soft sell. (Mamet)

COMMENT: We would probably try to build understanding through a series of segments. (Sanbourne)

COMMENT: Organizations often underwrite the costs of such series. Techniques to be used may depend on funds available. (Schwarzwalder)

COMMENT: In such a series the message should be implicit and not obvious in hard sell. A series in such an area of content would need to build understandings. (Schenkkan)

COMMENT: This would take a series of 52 or 104 weeks--giving continuity of contact. Too often soft sell is so soft it is soft soap. You must tell the story. Mustn't be so implicit that nothing comes through. Educational radio was too anemic and non-controversial in its approach. (Arms)

COMMENT: This should not take 52 programs. Could do it in 13 programs or less. In the format of the Missouri Forum, a program could

be titled, "Is Banking Our Achilles Heel?" The panel might consist of a banker, a newspaperman, and an economist. (Lambert)

COMMENT: This freedom topic would take numerous programs and approaches. (Schooley)

COMMENT: It would need going over and over. We on educational channels must build audience through re-runs. (Arms)

COMMENT: Money is a great enabler when these needs exist. Message and content are responsibilities of the organization, but in matters of method and production the station should know best. (Schwarzwalder)

COMMENT: Controversy does draw listeners. Controversy also gives the idea that the issue is fairly and honestly presented and not just propaganda. The Institute of Banking or the Petroleum Institute would do well to present all sides of a subject and let the right side become evident through controversy. (Larson)

COMMENT: "Whoever knew truth put to the worst through fair and open encounter?" (John Milton)

QUESTION: Don't we as educators sometimes tend to go too far in trying to use gimmicks such as controversy in the belief that people don't want to be educated? We don't need a cat and dog fight to educate. (Schooley)

COMMENT: At Houston we had a panel on banking and they were so fired up we cancelled the next program and continued the show. We had four able men in a cat and dog fight. (Schwarzwalder)

COMMENT: I don't see why a subject must be controversial to be interesting. Controversy does a public service by bringing two sides before the public. There is also a service concept that does not

require controversy. It would be hard to find a panelist who would argue that free enterprise should be destroyed. (Schenkkan)

COMMENT: There are dangers in the premise that we have a responsibility for controversial programs. Representatives of existing sides may not be available. Organizations may not make issues, content and speakers available in some cases. However, both sides need not be present on the same program. (Arms)

COMMENT: How large must a minority be to be served? Remember to regard all sides, not just both sides.

QUESTION: Isn't the real need to produce an interesting program, controversy or not?

ANSWER: This is often difficult. Limitations may bring inferior programs. Time and facilities may not be enough. Money will often solve the problem. (Schwarzwalder)

QUESTION: Should national organizations spend available money on kinescope recordings?

ANSWER: If they work only with the Center, what will happen to local station support? (Mamet)

COMMENT: Local people and local productions do draw audiences even though national production may sometimes be slicker. (Schwarzwalder)

COMMENT: Maybe local schools and colleges can furnish talent if organizations will furnish money for production. (Dunbar)

COMMENT: Overwork conditions in most ETV stations show they need supplementary money. (Schwarzwalder)

QUESTION: Don't broadcasters and organizations alike fall down on promotion of broadcasts?

ANSWER: Organizations with or without money can do the needed promotion of broadcasts. (Schooley)

COMMENT: The Red Cross did a wonderful job of promoting their television teaching experiment in Houston. (Arms)

COMMENT: Some universities have legal limitations on the promotion they can do. Organizational help is especially needed in such cases. (Schenkkan)

COMMENT: The Tulsa Medical Association furnished content and promotion for a series produced by the TV classes at the University of Tulsa. (Dumit)

COMMENT: The Industrial Editors Association might be a great help in promoting broadcasts through various house organs.

QUESTION: What can ETV stations do for Parent-Teacher Associations?

COMMENT: In Denver the PTA has helped on program planning committees, has given some money and has not asked for air time. They have aided in general projects chosen by the Council.

COMMENT: The Denver PTA has been one of the strongest pressure groups. Members have accomplished strong program promotion. They did a pre-station survey of program demands and an impact study after the station went on. (Mamet)

QUESTION: What can an ETV station do for such groups as the Heart Association which have very limited budgets.

COMMENT: We were wondering what we could do--beyond fund raising, which the commercial stations do very well. We may want a series on rheumatic fever. (Pierce)

COMMENT: Doctors are good at getting funds from health associations. We have a "Highroads to Health" series on commercial stations. The Heart Association furnished content for one program and located several hundred dollars for line charges to bring the program to Wichita. (Browne)

COMMENT: We reserve several hours each week for needs such as those of the Heart Association. "News Weekly" features news and public service subjects. Special programs are often planned. (Mix)

QUESTION: I know one ETV manager who sends promotional groups like the Heart Association to commercial stations. His is an educational station, he says. What do you think of this?

COMMENT: Our ETV station does not take fund plea programs. Commercial people are surprised and disappointed. (Mamet)

COMMENT: We should not relieve commercial stations from their public service responsibilities. Probably they can't be relieved legally. (Schenkkan)

The session was concluded, and the group moved to the Denver Athletic Club for the scheduled luncheon.

LUNCHEON
Denver Athletic Club

June 14, 12:00 P.M.

GUEST SPEAKER
Mr. Frank Schooley, President, NAEB

"Educational Broadcasters"

President Schooley began by reviewing the early history of the NAEB and proceeded to describe the expanding role the organization has

played in the development of educational broadcasting. During its thirty years of activity the NAEB has expanded from a small organization of college station operators to a truly national association with more than 270 members of three classifications.

As educational radio and television have advanced, NAEB has been in the front ranks. When the drive for TV channels for education began to shape up, the NAEB raised funds and gave leadership toward the formation of the JCET. To help establish prestige and a reputation of substance for educational radio, the NAEB produced the outstanding series, People Under Communism, The Jeffersonian Heritage, and The Ways of Mankind. When the need for information concerning the nature and effects of the television medium became apparent, NAEB organized a series of monitoring studies, the Research Fact Sheet Service, The Engineering Service and Reports, and undertook the distribution of many kinds of useful material. To supply high quality radio programs to educational stations, the Radio Tape Network has evolved into a major operation which supplies weekly programs to some 80 stations.

The NAEB is a working organization with cooperation as its keynote. The presidency is a non-salaried position. The ever-busy headquarters staff of seven leans heavily on the regional directors and the general membership in carrying on the work of the organization. Members appointed to fifteen national committees plan and execute many important services to educational broadcasting. The NAEB is constantly engaged in cooperative endeavors with such groups as the Educational Television and Radio Center, JCET, ACE, NARTB, NCCET, UNESCO and the Voice of America.

The raising of standards in all areas of educational radio and television broadcasting is a major concern of the NAEB. Among the contributions in that direction are:

1. Individual scholarships in radio and television.
2. Grants-in-aid for research in educational broadcasting.
3. Seminars and workshops in planning, production, and technical areas. The most recent offerings are the Audio Workshop, TV Program Planning Seminar, and the Staging and Lighting Workshop.
4. Funds to help colleges offer television workshops.
5. NAEB Placement Service.
6. Engineering Service and the assistance of a television engineer.
7. Grants-in-aid for the production of radio series.
8. Consultant teams to assist educational television stations.

How is the NAEB financed? In 1951 the W. K. Kellogg Foundation granted $245,350 for a five year period to assist in the operation of the NAEB, to set up a permanent headquarters, and to establish a tape network. Another Kellogg grant in continued support of the NAEB seems likely. The expenses for regional conferences are paid from Kellogg funds. The Fund for Adult Education has been generous in making possible grants-in-aid for radio and television productions, the monitoring studies, and workshops and seminars. Timely financial contributions have been made by the Rockefeller Foundation and others.

We want the NAEB to maintain vigorous service to educational broadcasting. This takes money, manpower, and assistance. Foundation help has been invaluable. The Radio Tape Network is constantly moving in the direction of being self-supporting. Membership dues are an important

source of income. A drive for new memberships is being planned. There is a possibility that AERT may merge with the NAEB, thus bringing in many new members who are interested especially in utilization. The NAEB can be proud of its past and it can do great good. Such accomplishments, we must remember, require the support of all in educational broadcasting.

June 14, 2:00 P.M.

Discussion Session

Schwarzwalder appointed a resolutions committee of Fleming, Adkins, and Browne. This committee was asked to be ready to report at the final session.

QUESTION: How can we improve our selling? What are your problems with organizations, legislatures and educators?

ANSWER: Maybe we are too much educators and not enough politicians. In Kansas we had trouble on the legislative level. The Senate Ways and Means Committee had in front of it a bill for ETV in Kansas. The New York State TV Committee made its decision against ETV at that time. The Kansas House passed a bill to enable the University to raise money but the bill was killed by the Senate Ways and Means Committee. This brought a new limitation of not being able to raise money. (Browne)

COMMENT: A decision was made that Kansas State should not go on the air with limited equipment but should do it first class. (Arms)

COMMENT: To go on the air with ETV always takes much courage on the high administrative level. There are always profits of gloom and doom. Somebody has to say, "damn the torpedoes." At KUHT

no single year has gone beyond $100,000 gross cost. KUHT may show a profit this year. Nebraska has operated 15 to 18 hours per week with a gross annual cost of $30,000. A teaching department that can supply help does reduce costs. A community station often costs more to run. Gross operating costs in Chicago may run $360,000 per year. Many factors influence cost. The program product is not always related to the gross budget. (Schwarzwalder)

COMMENT: Forty hours a week costs about $21,000 per month. (Arms)

COMMENT: At North Carolina, 40 hours a week with three studies and a high power transmitter costs $130,000 per year. (Schenkkan)

COMMENT: The KRMA-TV budget does not include program development costs. (Mamet)

QUESTION: How do you sell your superiors on ETV?

ANSWER: The governor of Kansas tried to be helpful by signing a letter stating that he felt sure the legislature would make the necessary money available. (Thomas)

ANSWER: At Illinois we hired a man who was interested in ETV as president of the University. (Schooley)

ANSWER: At St. Louis we had a week of meetings with the superintendent and his assistants, supervisors, and principals. Ed Hellman was brought in to tell them of experiences in school TV elsewhere. (Fleming)

ANSWER: In Texas there has been patient effort to make opportunities clear to members of the Texas ETV Commission. Have had a few outsiders in to help work on several key superintendents around

the state. We often make the mistake of thinking that everybody knows what we know about the possibilities of ETV. We overlook the need to explain the basic facts and possibilities to others. (Schenkkan)

ANSWER: Workshops for teachers were arranged at KMOX before we got the school radio station. Leaders in educational radio were brought in and sample programs were assembled. The Board of Education and administrators were invited. More than 500 teachers attended these workshops and gained an understanding of what they could do with an educational radio station. (Fleming)

COMMENT: Remember that talking to educators about something they know chiefly as entertainment is like trying to sell people on the practical uses of electricity when the only known use is the electric chair. Put yourself in the place of those you hope to sell and consider what they know and don't know. (Steetle)

QUESTION: What might you do at Abilene, Texas, to develop interest in ETV?

ANSWER: The three colleges in Abilene are private religious schools with modest incomes. Cooperation will not be easy. (Ross)

COMMENT: Get some powerful people to run interference. The backing of key people and leaders is needed. (Lambert)

COMMENT: People will ask what you will do with ETV. The usual choices are (1) teach courses or (2) perform community service through adult education. If you say teach by TV, you face the misunderstanding of the educators. If you say adult education, you can cite no proof that you can do this. (Arms)

QUESTION: How do you convince the educators?

ANSWER: At Lubbock we had dealers put on a vidicon demonstration. Numerous Texas Tech department heads were involved in the demonstration of how to use TV in teaching. They were enthused for a while--until they thought about the budget requirements that TV might make on departments. (Larson)

ANSWER: In trying to find a sales approach or formula, we need to tailor our arguments to the person to be sold. The two major formulas are (1) moral obligation. This is education--we owe it to the community. (2) What's in it for me? The business approach. Show them. (Mamet)

COMMENT: Arguments do have to be selected for particular groups.

How to convince the educators?

(1) Evidence shows TV to be economical education. It costs from 1/3 to 1/20 as much as does conventional means.

(2) Comparative effectiveness is favorable. Research (including Armed Forces experiments) shows TV to be as effective as conventional means and sometimes more effective.

How to convince influential people?

Determine their interests. If interests are in (1) adult education, (2) community service or other areas, stress those benefits.

How to convince organizations?

The JCET and the NAEB have experiences and successes to cite.

How to convince commercial broadcasters?

Contributions of equipment and funds show they can be sold. Point out that an ETV relieves public service pressure and serves as a source for trained personnel. (Schwarzwalder)

QUESTION: What about the menace of subversive groups in community ETV organizations?

ANSWER: ETV stations are usually controlled by Board of Regents or Boards of Education and they are observant and solid citizens. (Schwarzwalder)

COMMENT: A large segment of the population can be informed about ETV through talks to women's clubs. (Kuhns)

QUESTION: What to do about politicians who favor the expedient rather than the right?

ANSWER: Get solid backing from prominent people.

QUESTION: What if our college chose to set up a commercial station, would we become completely commercial?

ANSWER: If channel is a problem, you might share time on a channel with a regular commercial station--similar to the Michigan State arrangement. At Missouri we are forced to lean heavily on commercial income. We are about 65% sponsored. Hours from 6 to 10 P.M. are about 9/10 sold. Class A time is needed to live on. This hurts, but has to be. (Lambert)

COMMENT: An educational station on a commercial basis may face a serious problem. It may be forced to become very "commercial" because of demands that the station make money for other uses in the college. (Schenkkan)

COMMENT: It is possible to sell educational programs to sponsors. We hope to do this at Missouri since we must be completely self-supporting. We are sending free ETV kinneys around the state. (Lambert)

COMMENT: There is real danger in disowning our people who must use commercial resources. (Steetle)

QUESTION: At Missouri do rates to different customers differ?

ANSWER: Rate cutting leads to trouble. What is furnished would sometimes cause the cost to vary. (Lambert)

QUESTION: What success has KETC had in selling ETV programs to sponsors?

ANSWER: Some success. Emerson Electric, needing engineers, decided to upgrade their own people and teach them college math. Emerson paid $5600 to get a course taught on TV at 4:30 P.M., four days a week. If a few more organizations would do this, the economic problem would be solved. There are good possibilities that industries might pay for in-service TV programs for employees. The employer-employee communications problem is a likely subject for such a series. Sometimes a basic audience of 150 people may be justified. (Arms)

COMMENT: At Houston a piano instruction by TV series was financed by piano dealers. Their contribution to the cost of the programs was quite different from sponsorship. Underwriting costs is cricket. Commissioner Lee has said he approves such help. At the University of Houston, the manager or the producer goes out after such aid. "This program is made possible by the Jones Company," is an acceptable tag. Commercial stations don't object. (Schwarzwalder)

COMMENT: Talk to people until you can figure an angle. This is all very new to educational broadcasters. We have to discover angles. It is best if we who know what ETV can do are the ones to look up the angles. (Arms)

QUESTION: What are the relationships between closed circuit TV and ETV stations?

ANSWER: In the East the scarcity of channels leaves closed circuit as one of the few alternatives. Closed circuit seems to be getting the bulk of the research effort. Station broadcasting has the great advantage of reaching more people.

COMMENT: The dean of our division is interested chiefly in closed circuit TV.

COMMENT: The Eastern colleges are experimenting, publishing, and spreading the word about closed circuit. All this is stealing publicity from broadcasting.

COMMENT: We used closed circuit to pre-test shows. (Mamet)

COMMENT: The Texas Dental School has a new building equipped with TV cameras in the operating rooms and monitors in the many small laboratory classrooms. A major part of the instruction is by television. (Schwarzwalder)

COMMENT: Closed circuit does have the advantage of permitting transmission of more than one TV course at a time. (Schenkkan)

COMMENT: We may operate an inactive UHF rig as a kind of closed circuit for campus teaching. Anything normally taught in the classroom would do for broadcast, except dental and medical instruction. (Schwarzwalder)

COMMENT: Closed circuit can be useful in helping us learn how to do ETV. (Larson)

COMMENT: It can also help in training the faculty. It's not a good substitute for a station because it doesn't meet service obligations. (Steetle)

COMMENT: There is danger in the arguments that closed circuit (1) uses the best teacher and (2) saves classroom space. The best teacher argument worries teachers. ETV may not save classroom space. (Arms)

COMMENT: The misunderstanding among teachers about losing jobs because of ETV is a fact that requires attention. We need the support of teachers.

Discussion on Proposed Redistricting of Region V

Dr. Schwarzwalder explained that suggestions from the membership had caused the NAEB Board to entertain proposals for redistricting the NAEB regions. Problem factors involved in the redistricting question include: (1) size and distance, (2) common interests of states, and (3) density of membership in the regions. Three alternate plans were diagrammed on a chalkboard. The following plans were sent out from NAEB Headquarters as proposals.

NAEB REGION V

UNDER VARIOUS RE-DISTRICTING PLANS

Present Region V	Plan A	Plan B	Plan C *
Louisiana	Louisiana		
Arkansas	Arkansas		
Texas	Texas	Texas	Texas
Oklahoma	Oklahoma	Oklahoma	Oklahoma
Kansas	Kansas		
New Mexico		New Mexico	New Mexico
Colorado		Colorado	Colorado
Missouri	Missouri		
		Arizona	Arizona
		Utah	Utah

* Note:

The composition of Region V is the same in Plan B and Plan C. Certain other regions are changed, not affecting Region V.

There was some discussion concerning the nature of the proposals. Mamet pointed out that the intended membership drive might change the membership picture in the states involved. It was recognized that the distribution of voting strength would be an important consideration. Because (1) recruitment efforts might bring about new conditions and because (2) on-the-spot analysis of implications involved in the plans seemed difficult, no vote was taken regarding recommendations.

June 15, 9:00 A.M.
"Televised Education"

Speaker
Mr. George Arms
Operations Manager, KETC-TV, St. Louis

There are at least two points of view concerning almost everything in ETV. There are concepts of the formal and the informal. Everything has a beginning, middle and end in the formal. TV broadcasts of Houston School Board meetings are not organized but are still the highest kind of education. These are informal. Dramas are usually informal and not organized from the viewpoint of education.

Production standpoints differ. Televised education puts cameras on whatever is already there and organized. No "production" is added. Putting cameras on whatever goes on in the classroom is the simplest kind of televised education. The watcher feels he is a student in the classroom. There is a minimum amount of adaptation for TV. Some say this is not good and that adaptation should be made.

Succeeding with televised education is a fight. Sometimes there is resistance; usually apathy. Figure an angle and offer a course

or program for which there is a ready-made audience. Do things that will pay off by doing things that will convince the right people.

Pre-school level:

Always a call for educational programs for this group. We find that children choose and prefer cowboy shows and the like in spite of what we may do to provide "good" TV programs. KUHT has one of the best storytellers for pre-school listeners, but the program has a very small audience. Very little pressure is brought to bear to make children watch "good" ETV.

School systems have little space and budget to devote to pre-school work. Maybe television can offer an answer. Form regional city kindergartens each with ten or twelve children under a part-time teacher. These groups could meet in churches or other non-school buildings and watch a TV series of on-going educational content in which each show builds on the others. Pre-schoolers would get well planned instruction on TV and have a good social and physical environment. This would free the kindergarten classrooms in every school building. No teacher would be put out of work. Local live production would usually be needed under such a plan.

Elementary Level:

Teachers on the early elementary level are supposed to be expert teachers, child psychologists, professional musicians, artists, and so on. Television can help out in many of the specialized activities. While the classroom teacher is working directly with one section of a class, another section can be receiving useful instruction by television.

There are precedents to show that a good teacher on television can teach elementary students effectively.

High School Level:

The question of enrichment vs. direct education appears. In some areas such as science and math there is a serious teacher shortage. A good science teacher on TV can teach effectively a group many times the size she could serve in the classroom. Evidence shows that no disciplinary troubles need exist in the TV classroom. Some subjects will prove to be more appropriate than others for teaching by television.

TV education on the high school level can be touchy. The usual drive is to reduce pupil load per teacher. Television apparently aims to teach more students with fewer teachers. We must make clear that instruction by television would bring neither personal nor educational dislocations.

College Level:

With freshman and sophomore required courses having many sections, TV can do a job. When large groups are involved, teaching by TV is cheaper and probably better because you can use the best teacher. Science, history, government, some English, and other general education courses can be taught well by TV.

There is no longer any need to teach a few students by television to prove it can be done. It's obvious now it can be done. We should move on to improve our techniques.

Unfortunately the term "telecourse" has come to mean content taught by TV and only exams taken on the campus. There should be no fixed meaning. Actually, there may be great variation from subject to

subject and course to course in how much should be presented by TV. Amounts of TV content and campus activity should be adjusted to specific situations.

Courses by TV can help to relieve quantity pressures on any level. Elementary math courses at Washington University are to be offered only by television because it is qualitatively superior. Other colleges in the community and other listeners can utilize these broadcasts.

Adult Level:

A guaranteed course enrollment is a great help. Adult education courses should be based on local needs. You must find real needs. Organized courses on TV must be connected with some institution. This will spread the cost and the work. Courses for professional and industrial groups are a great potential. These offer an opportunity for expanding the dimensions of the total audience as well as a technique through which industry can be interested in supporting some of the costs of ETV operation.

QUESTION: How can you justify to the educator the fact that on TV you devote less time to instruction than is usual in the classroom?

ANSWER: On TV you must allow for instruction enough time to do the job. Ordinarily the TV time required will be less than the classroom time. "Thirty minutes on TV equals fifty minutes in the classroom," has become a commonly accepted ration. (Arms)

COMMENT: We take a tape recorder into the classroom, record the regular lectures and use as series on the Kansas University of the Air. Home and family life, literature, and music appreciation lectures

recorded in the classroom time out only thirty to forty minutes of actual instruction. Considerable time seems to be wasted in the classroom. (Browne)

COMMENT: Many effective TV courses could be equally effective on radio. (Arms)

QUESTION: What are some of the things that don't go well on TV? If there are things, probably we just haven't learned how to do them. Some say that intangible values of classroom teaching can't be achieved with TV. Al Eurich has made the perfect comment on this point: "In some 2000 years of education nobody has ever been able to measure these intangible values, now why put the burden of proof on ETV?" (Schenkkan)

COMMENT: In a U. H. classroom with 90 students, we found the students often resented questions that interrupted lectures. (Arms)

QUESTION: If TV is to do any good at the University of Colorado, we will need year in, year out classes on TV. A year of experimentation won't help. Will ETV stations be able to do this? To cover the curriculum year after year would kinneys shown in classrooms be the answer? (DeKieffer)

ANSWER: Yes, kinneys, perhaps shown at night, could do the job. (Arms)

QUESTION: How do students like TV courses?

ANSWER: In a survey of University of Houston students who had taken TV courses and watched wherever they wished, we found that about 10% preferred classroom courses, about 21% preferred TV courses, and about 68% had no preference. The student attitude toward TV is much affected by the instructor. (Schwarzwalder)

COMMENT: In a Penn State experiment, students in the first seven rows preferred live instruction, but the further away from the set the more the students preferred TV. (Arms)

QUESTION: Is it really true that organized TV education should be based in an institution?

ANSWER: Yes, but we would consider an organization such as the American Institute of Banking an institution of educational competence. (Arms)

QUESTION: Will a science kinney presented by an English teacher solve the science teacher shortage?

ANSWER: Certainly many superintendents would rebel at the "unqualified" classroom teacher. (Arms)

QUESTION: Is there on the horizon any practice limiting the number of college credits that can be earned by TV?

ANSWER: Don't know of any. Leave this problem alone as long as there is no static. (Schwarzwalder)

COMMENT: Let faculties hear about teaching by TV in their own content conventions. (Arms)

QUESTION: Is there any problem regarding student access to sets?

ANSWER: Students manage if they need the course. If there is family conflict, sometimes they buy a second set. (Arms)

COMMENT: The University of Texas chemistry department wants to use TV in offering one of its basic courses. A closed circuit arrangement would be used with cameras trained on the lecturer and demonstration tables. Students would watch monitors in the laboratories and in small discussion sections. The U. T. Dental School is planned to depend on closed circuit TV for much of its instruction. (Schenkkan)

COMMENT: The Chicago Board of Education has authorized a closed circuit experiment on the junior college level. They have a grant and will plan buildings to fit TV. (Arms)

COMMENT: It's important to understand that closed circuit is good for small areas with few buildings. Broadcast is best if many buildings or much space is to be covered. (Schenkkan)

COMMENT: On closed circuit it is possible to transmit five programs at a time on one cable. Five sets of cameras or projectors would be needed. A station can carry only one program at a time. (Cummings)

COMMENT: Experiment has shown that students don't care to see the instructor if they can see a blackboard or demonstration or any more informational item. (Arms)

QUESTION: Is it important to put the regular classroom on the air as is?

ANSWER: No. Adapt what you need to and can for TV. (Arms)

QUESTION: Who should decide what should be in a TV course?

ANSWER: It's a cooperative decision between content man and producer. Remember that the TV producer should be an educator too. (Cummings)

COMMENT: After a few semesters of work with TV the content man often becomes the best producer. (Schwarzwalder)

QUESTION: How do you go about selecting the television teacher?

ANSWER: If the department disagrees with you as to the best man to do the course, then you'd better not do it. The teacher is the most important part of the course. (Schwarzwalder)

ANSWER: It's often very hard to tell who can do the best job until he's tried. (Schenkkan)

ANSWER: If a person is a good classroom lecturer he usually can be a good TV teacher. (Arms)

ANSWER: Find out what both students and faculty think of a man as a teacher. The student's idea is the better one. (Schooley)

ANSWER: Supervisors often know what teachers would be good prospects. Rather than having formal auditions, use several faculty prospects on a one-time show and observe them in action. (Arms)

ANSWER: The best performer may not be the best teacher. (Mamet)

COMMENT: Some studies show that popularity of the teacher is not necessarily related to the learning that takes place. A "dull" teacher may do a good teaching job. To search for the most popular instructor may lead to a mistake. (Porter)

QUESTION: How can you make sure a student taking a course for credit sees most of the broadcasts?

ANSWER: It doesn't matter if he passes the exam. Put the burden on the student. (Schenkkan)

COMMENT: Televised education is important to the future of ETV stations because it is a good possible money maker. You can show it's effective and cheaper to educate by television. (Arms)

LUNCHEON
Denver Athletic Club
June 15, 12:00

Guest Speaker
Mr. Ralph Steetle
Executive Director, Joint Council on Educational Television
"The National ETV Picture"

It is significant that this convention has dealt with the use of radio and TV for educational purposes and has not bogged down in

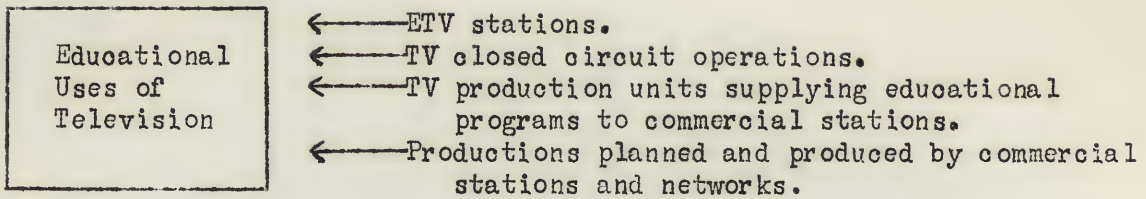
discussion of trivia and mechanics. A few years ago our talks might not have been on such a significant level. We have moved on now to gain a clearer understanding of educational television and its uses.

One of the most exciting developments nationally has been the cooperation between laymen and educational broadcasters. The joint concern is no longer with mere media of communications. We are all thinking about basic educational problems. The vision and leadership of some outstanding educators, industrialists and businessmen has aided ETV immensely.

Educational stations are making important strides. There are twenty-three ETV stations on the air including one state network. In the top twenty markets, all educational VHF channels are either on the air or under construction. Five of the twenty-three ETV stations are UHF. UHF has moved slowly because of its problems.

The JCET offers its services to all those needing help with pre-operational problems of ETV station development. The Council continues to be concerned with protecting reservations and assisting those seeking additional channels. Legal, engineering and general consultant services are available to station applicants. The JCET means to help in any way it can to develop public understanding, competence, and initiative concerning educational television broadcasting.

Television can do so many things; we may have trouble sorting out the jobs to be undertaken. Stations, closed circuit operations, and production centers are constantly exploring the problems and possibilities. As we develop and make plans for the educational uses of television, we should recognize several roads leading to the effective use of the television medium:


Educational Uses of Television
←——ETV stations.
←——TV closed circuit operations.
←——TV production units supplying educational programs to commercial stations.
←——Productions planned and produced by commercial stations and networks.

We must encourage all of these methods of achieving educational values through television.

June 15, 2:00 P.M.
"Educational Radio"

Marguerite Fleming, chairman for this session, pointed out the need to start planning now for the 1957 NAEB convention in St. Louis. A hotel has already been reserved. Plans for exhibits and displays must be organized. Exhibits of utilization and promotional materials have been requested. Ideas for sessions and speakers will be needed.

Those in attendance were favorable to the suggestion that the regional director appoint a Region V committee to start planning for the 1957 convention. Accordingly, John Schwarzwalder appointed a committee of: Marguerite Fleming chairman; George Arms, Ed Browne, Gale Adkins, Hugh Mix, and Ed Dumit.

George Arms suggested using the status of educational television and radio as a convention theme. All key meetings would be televised. Funds to kinescope these broadcasts might be obtainable.

Schooley said it might be possible in 1957 to combine instructional seminars and the national convention. Workshops or seminars in several areas of interest could be held concurrently before or after a shorter annual business meeting. Foundation funds might be available to finance the seminars and perhaps to pay some travel costs.

Schooley reviewed the general plans for the 1956 convention in Atlanta on October 16, 17, and 18. He warned that room reservations are now being taken at the Atlanta Biltmore. A new device of "curbstone clinics" will be tried and one of the convention highlights will be a panel of outstanding television teachers.

Marguerite Fleming read a list of problem areas in educational radio and invited discussion on any of the topics that were close to the needs of this group.

QUESTION: How can a school obtain radio and TV sets for classrooms?

ANSWER: PTA groups will sometimes furnish sets. Schools can buy sets from their regular funds or from the superintendent's reserve fund. (Fleming)

ANSWER: One university bought sets for the public schools. (Mamet)

ANSWER: Set manufacturers are a good source of free receivers. Maintenance is always a problem. In one school system, receiver cases had to be sealed to keep people from stealing the parts. (Schwarzwalder)

ANSWER: If school systems rented TV sets they might have better sets for less money and not be bothered with maintenance. (Arms)

QUESTION: What is the best hour for a daily series of programs for in-school use?

ANSWER: Most teachers preferred 1:30 P.M. for the Jayhawk School of the Air. There seemed to be no big scheduling problem. (Brown)

COMMENT: Quite often schools tape record broadcasts so teachers can use the programs at other periods.

QUESTION: Why are there so few good series for high school use?

ANSWER: There is considerable evidence to show that it is easier to

provide programs for the elementary level. Programming to the secondary level presents more problems. (Schooley)

COMMENT: We must not underestimate the need to make programs easy for teachers to use and of top quality. Otherwise programs will not be used. (Fleming)

COMMENT: Many good things should be simulcast. (Mix)

COMMENT: ETV should plug good educational radio programs.

COMMENT: A good series could be made up from the year-end news analyses done by network commentators. With clearance these could be edited into a fine contemporary history series that would present the best thinking of top American newsmen. (Fleming)

QUESTION: How much do in-school broadcasts rub off on other listeners?

ANSWER: Quite a lot. We know many adults listen to Ici Mimi. (Fleming)

ANSWER: Often a simple elementary show is liked by adults because it's basic. (Mix)

ANSWER: The Modern Language Association is doing a study to determine how much adults are learning from foreign language broadcasts. (Fleming)

COMMENT: It is good for content groups to tell us about their problems and work. This will help acquaint industrial and professional people with radio and TV. (Schenkkan)

COMMENT: I would like to see research on what effects have remained with children who have seen Let's Find Out. (Fleming)

COMMENT: I move that a request be given to Schooley for money to do this research. (Schenkkan)

COMMENT: I second the motion. (Arms)

(NOTE): It was agreed that the motion should carry the following meaning:

"We appeal to the NAEB to find foundation funds for research into the effects of Let's Find Out. The study should compare 8th graders who did not see the series with 8th graders who did."

QUESTION: How can we keep informed as to the program needs of classroom teachers?

ANSWER: In St. Louis we have a grade level committee system to keep KSLH advised as to what programs we should do. We want teachers to not only tell us what they need but to remain a part of every project. (Fleming)

COMMENT: It is vital that the process of furnishing in-school broadcasts moves through teacher to teacher. Then they know how it all developed and will appreciate it more. In adult education programming, a similar kind of committee procedure might be useful. (Arms)

QUESTION: Has ETV changed educational radio?

ANSWER: They will horsetrade back and forth, sharpening and aiding each other. (Arms)

QUESTION: I often have the problem of deciding should this be a radio or a TV show. Is a good radio show better on TV?

ANSWER: It depends on the material, talent, and production. There are advantages in both media. Mae West says, "They've never been able to censor a gleam in your eye." (Schwarzwalder)

COMMENT: The span of interest is longer for TV than for radio. (Schenkkan)

ANSWER: It may be necessary to use different gimmicks and change some things in order to adjust a show to the other medium. (Larson)

QUESTION: What changes must educational radio make to meet the competition of ETV?

ANSWER: We haven't changed much yet at the University of Kansas. We're chiefly music. (Browne)

ANSWER: No changes as a result of TV at the University of Texas radio production center. (Schenkkan)

ANSWER: FM at University of Houston has shifted to more news and music because we now have less staff for radio. This good music formula has increased our audience. (Schwarzwalder)

QUESTION: Does it appear that adult education on radio will be much reduced by ETV?

ANSWER: Radio can still do some things better and cheaper than TV can.

ANSWER: I think radio can do news better than TV can. (Mix)

ANSWER: I think things like foreign language instruction can be done better by TV than by radio. (Kuhns)

COMMENT: Television has gimmick value. However, maybe radio could do some of these jobs as well and cheaper than TV. I think if educational radio is to compete with ETV it may need to go into conflict-controversy type programming. I think educational radio has vastly avoided this before. (Arms)

Chairman Fleming drew the session to a close with a reminder that we can continue discussion of these unresolved questions at Atlanta in October and at St. Louis in 1957.

Dr. Schwarzwalder called for the report of the resolutions committee. Gale Adkins, representing the committee of Fleming, Browne, and Adkins, presented the following resolution:

RESOLUTION

Members of Region V of the National Association of Educational Broadcasters, meeting in Denver on June 14 and 15, 1956, wish to express their sincere appreciation to the following people and organizations:

To the W. K. Kellogg Foundation for making funds available for such conferences.

To the NAEB Board for setting aside the necessary money for this Region V meeting.

To Superintendent Oberholtzer for taking time from his busy schedule to share his thinking with us, and for making the attractive, air conditioned Board Room available for our meetings.

To President Frank Schooley for bringing us leadership from the headquarters office of the NAEB.

To Ralph Steetle for bringing to us the national picture in educational broadcasting.

To John Schwarzwalder, Director of Region V, for the work involved in planning and supervising the convention sessions.

To Henry Mamet, our host, and his staff, for providing arrangements and looking after all our needs and comforts.

And finally, to the Weatherman, for giving us such delightful samples of sunshine, rain, and mountain air.

We hope that before too long, for another regional meeting, "When it's Springtime in the Rockies, we'll be coming back to you."

The resolution was accepted as read. The convention was adjourned.

CONCLUSIONS

(The following are conclusions of the Editor, based on the comments and discussions which occurred in convention sessions. These conclusions are appended here to serve as a convenient summary of opinion on points of more or less general agreement. The reader is encouraged to refer to the reports of the several sessions from which he may form additional conclusions.)

1. Considering the importance and number of colleges, school systems, and stations in Region V, the region should have more NAEB memberships than it now has. Efforts to develop new member prospects should be intensified.
2. Educational broadcasters should exercise initiative in approaching organizations to help discover and define needs which can be served by television and to lead the way in suggesting formats, techniques, and arrangements.
3. An organization should not attempt a television broadcast unless there is a clearly defined need or purpose which is important to a substantial number of people.
4. Promotion of broadcasts is a very important and often-neglected function which cooperating organizations should be encouraged to undertake and pursue with vigor.
5. Broadcasters must beware of assumptions that educators, businessmen, and laymen are generally familiar with the potentialities of educational television. Thoughtful step-by-step enlightenment is needed. The approach to "selling" educational TV should be tailored to the background and interests of each particular target group.

6. Financial support of educational TV series by commercial interests can be a wholesome and practical arrangement, highly satisfactory to sponsors, broadcasters, and the listening public. ETV broadcasters must generally be the ones to conceive, plan and initiate such arrangements.

7. Closed circuit TV has many useful applications in research, instruction, and training, but closed circuit operation should not be regarded as a satisfactory substitute for ETV broadcasting stations.

8. Decisions regarding redistricting of NAEB regions should be formed only after a careful consideration of all relevant factors, including membership distribution and voting strength which now exists and is likely to exist in each proposed region.

9. Continued planning for the 1957 NAEB convention in St. Louis should get under way immediately. A committee of Region V members was appointed to assist host Marguerite Fleming with preliminary planning.

10. A motion was passed to request the NAEB to seek foundation funds to support research into the effects of the Let's Find Out series. It was suggested that the proposed study should compare 8th graders who saw the series with 8th graders who did not.

11. Educational radio and television can and should work together to achieve mutual benefits and maximum service from the broadcast media. Educational and economic advantages can be realized through cross-promotion, simulcasting, sharing of personnel and facilities, and through consigning to each medium the jobs it seems to do most effectively.

APPENDIX

ROSTER OF CONVENTION PARTICIPANTS

ADKINS, GALE R., Bureau of Research in Education by Radio-Television, University of Texas, Austin, Texas

ARMS, GEORGE, Station KETC, St. Louis, Missouri

ARNOLD, MRS. R. J., Colorado Congress of Parents and Teachers, Denver, Colorado

BROWNE, R. EDWIN, Stations KFKU-KANU, University of Kansas, Lawrence, Kansas

CASE, JAMES, Station KRMA-TV, Denver, Colorado

CHURCH, CHARLES F., Reorganized Church of Jesus Christ, LDS, Independence, Mo.

CUMMING, WM. KENNETH, Stephens College, Columbia, Mo.

DUMIT, EDWARD S. Station KWGS, University of Tulsa, Tulsa, Oklahoma

DUNBAR, KENNETH L., Aurora Public Schools, Aurora, Colorado

DUNLAP, ROY A., Station KMUW, University of Wichita, Wichita, Kansas

ECKARD, MEL, Colorado A. & M. College, Ft. Collins, Colorado

FLEMING, MARGUERITE, Station KSLH, St. Louis Board of Ed., St. Louis, Mo.

GATES, MABEL, Denver Public Schools, Denver, Colorado

GONZALES, J. J., JR., Better Business Bureau, Denver, Colorado

JONES, HERB, Soil Conservation Service, Denver, Colorado

LAMBERT, EDWARD C., University of Missouri, Columbia, Missouri

LARSON, P. MERVILLE, Texas Technological College, Lubbock, Texas

MAMET, HENRY H., Station KRMA-TV, Denver, Colorado

MINEAU, THELMA, League of Women Voters, Denver, Colorado

MIX, HUGH M., Station WNAD, University of Oklahoma, Norman, Oklahoma

NORTON, ALICE, Denver Public Library, Denver, Colorado

OBERHOLTZER, KENNETH E., Denver Public Schools, Denver, Colorado

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ROSS, CHAPIN, Station KACC, Abilene Christian College, Abilene, Texas

PIERCE, MRS. R. J., Colorado Heart Assn., Denver, Colorado

PORTER, RUSSELL, University of Denver, Denver, Colorado

REED, C. H., University of Colorado, Boulder, Colorado

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WATTS, LOWELL, Colorado A. & M. College, Ft. Collins, Colorado

WALKER, BILL, Station KBTV, Denver, Colorado

WEDDEL, W. D., Denver Public Schools, Denver, Colorado

WILLSEA, GERALD, Radio & TV Dept. Denver Public Schools, Denver, Colorado

The Function of KSLH Planning Committees

(During a discussion session, a great deal of interest was shown in the system of teacher-level planning committees used by Station KSLH. In order to serve requests for further information about the system, the Editor asked Marguerite Fleming to supply additional details.)

In planning radio series, KSLH relies on assistance from many people -- teachers, consultants, school radio-coordinators, and pupils. The first step is in the hands of radio planning committees. There is one for each area: social studies, language arts, foreign language, mathematics, science, health and guidance, art, music. Each committee decides what type of radio program could best supplement work in its field. Ideas come from the committee itself, from suggestions made by the KSLH staff, and from program series which other stations have carried.

We tell committees that this is their station and ask what we can do to help in specific subject areas and grade levels. They then make suggestions, explaining what they want and why. Although radio technique in writing and production is the function of the station, we urge these people to give us all the suggestions they can. Would they rather have dramatizations, interviews, straight talks? Would it be helpful to have children take part in productions?

The entire responsibility for content is on the committee. The KSLH coordinator meets with the committee. Then a script writer is assigned. The station manager sits in whenever needed. The script writer works out a plan with the coordinator and writes a sample script. Often this is checked with the program planning committee chairman. Then it is produced and tested in perhaps forty schools. A card is sent to teachers who listened with their classes for evaluation. If results indicate that changes or additions should be made in a program, we re-do it. We try to develop a sample program that is as nearly perfect as we can make it. When it seems to fill the bill, we produce the series. That this procedure is effective, although time consuming, seems evident because we have very few comebacks or criticisms on series planned as carefully as this before going on the air.

World Tour, an upper grade geography series, is an example of a committee-suggested series, which was planned to supplement scanty and out-dated textual information on Africa and Asia. The committee recommended a tour from city to city with a guide and travelers looking down on various countries from a plane. The committee outlined the material they wanted to be included about each country. Then we put a script writer on it who went to work on format and research. Many changes from the original plan were made before the series went on the air.

The planning committee serves as an evaluation committee as well, and also as a sounding board for other teachers' reactions to the series. After the series has been aired for several weeks, the committee reports on its findings. KSLH also evaluates throughout the entire school system once each semester.

This system, we find, helps a good deal in building audiences. Teachers who saw an idea grow tell other teachers, and we couldn't have better promotion than that.

Marguerite Fleming
Manager, Station KSLH
St. Louis Board of Education

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities

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